COLORADO
Department of Education

Mandatory
FORM # OFP-135
EDAC APPROVED
Approved 6/17/2015 for 2015-2016

Colorado's Unified Improvement Plan for Schools for 2015-16

Organization Code: 0880   District Name: DENVER COUNTY 1   School Code: 3032   School Name: FORCE ELEMENTARY SCHOOL   Official 2014 SPF: 1 Year

Section I: Summary Information about the School

Directions: This section provides an overview of the school's improvement plan. To complete this section, copy and paste the school's Priority Performance Challenges, Root Causes and Major Improvement Strategies from Section III and IV of the 2015-16 UIP once it has been completed. In the UIP online system, this section will populate automatically as the UIP is written.

Executive Summary

How are students performing? Where will school staff be focusing attention?

Priority Performance Challenges: *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

Force is trending positively in READ ACT data showing a growth trajectory over the last five years of 41% to 55% proficient or advanced. ACCESS data shows a positive trend as well, overall ACCESS data shows 72% on track with a median growth percentage of 68%. Force set a reading goal for kindergarten and third grade of 80% proficient and advanced, we fell short of our target on kindergarten scoring 57% and third grade scoring 46%, falling short by 23% and 34%, respectively. We decided that we can study the positive as well as the negative to help identify needs and root causes; a root cause maybe at a procedural, programmatic, systemic or external level. Some causes we have control over and some we do not. As part of our work, three levers were used to closely identify the reasoning behind our students' performance. The three levers were:

- Data Driven Instruction (DDI)
- Observation and Feedback (O&F)
- School and Student Culture

Why is the school continuing to have these problems?

Root Causes: *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

Data Driven Instruction (DDI): We do not have a protocol to consistently analyze data and use it to plan for instruction
Observation and Feedback: we do not provide feedback that is timely, specific, and on a regular basis.
School and Student Culture: We do not have the trust or transparency necessary amongst staff to build a positive school and student culture.

What action is the school taking to eliminate these challenges?

Major Improvement Strategies: *An overall approach that describes a series of related actions intended to result in improvements in performance.*

Create a school-wide system and structure for "the Force way" of using data to drive instruction.
Create and have all staff provide feedback on a staff culture survey.
Continue to build capacity on giving "bite-sized, actionable feedback in a consistent and timely manner.

Pre-Populated Report for the School

Directions: This section summarizes program accountability requirements unique to the school based upon federal and state accountability measures. Historically, this report has included information from the School Performance Framework; because of the state assessment transition and passage of HB15-1323, 2015 SPFs will not be created. In the table below, CDE has pre-populated the school's data in **blue** text. This data shows the school's performance in meeting minimum federal and state accountability program expectations.

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2016	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2016	The UIP is due to CDE for public posting on April 15, 2016 through Tracker or the UIP online system. Some program level reviews will occur at the same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp.

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
READ Act	All schools that serve students in grades Kindergarten through 3rd Grade.	Currently serving grades K-3	Schools serving grades K-3 must include targets and strategies that address the needs of K-3 students identified as having significant reading deficiencies (e.g., instructional strategies, parent involvement strategies). Schools and districts looking for the CDE approved scientifically or evidence based instructional programs and professional development to support identified strategies may access the advisory lists at http://www.cde.state.co.us/coloradoliteracy/readact/programming
Plan Type Assignment	Plan type is assigned based on the school's overall 2014 official School Performance Framework rating (determined by performance on achievement, growth, growth gaps, postsecondary and workforce readiness).	Performance Plan	The school meets or exceeds state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2016 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year).
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.

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Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.
Diagnostic Review and Planning Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	Not awarded a current Diagnostic Review and Planning Grant	This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.
School Improvement Support (SIS) Grant	Title I competitive grant that supports implementation of major improvement strategies and action steps identified in the school's action plan.	Not a current SIS Grantee	This school has not received a current SIS grant and does not need to meet those additional requirements.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

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Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	
Improvement Plan Information		
The school is submitting this improvement plan to satisfy requirements for (check all that apply): ☐ State Accreditation ☐ Title I Focus School ☐ Tiered Intervention Grant (TIG) ☐ Diagnostic Review and Planning Grant ☐ School Improvement Support Grant X READ Act Requirements ☐ Other: _____		
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Valerie Burke, Principal
	Email	Valerie_burke@dpsk12.org
	Phone	720-424-7402
	Mailing Address	1550S. Wolff St. Denver, CO 80219
2	Name and Title	Diego Romero, Assistant Principal
	Email	Diego_Romero@dpsk12.org
	Phone	720-424-7406
	Mailing Address	1550 S Wolff St., Denver CO 80219

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Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the "Evaluate" portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in Section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations; describing progress toward targets for the prior school year; describing what performance data were used in the analysis of trends; identifying trends and priority performance challenges (negative trends); describing how performance challenges were prioritized; identifying the root causes of performance challenges; describing how the root causes were identified and verified and what data were used; and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.
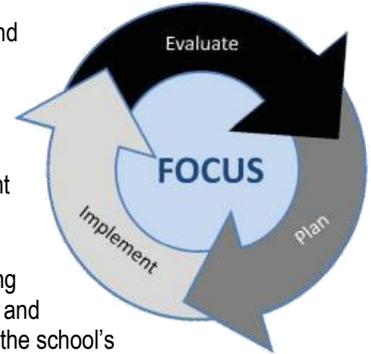
Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis: During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school's data analysis is still expected to be updated, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.

Data Narrative for School

Directions: In the narrative, describe the process and results of the data analysis for the school, including (1) a description of the school and the process for data analysis, (2) a review of current performance, (3) trend analysis, (4) priority performance challenges and (5) root cause analysis. A description of the expected narrative sections are included below. The narrative should not take more than five pages. Two worksheets (#1 *Progress Monitoring of Prior Year's Performance Targets* and #2 *Data Analysis)* have been provided to organize the data referenced in the narrative.

Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., School Accountability Committee).	**Review Current Performance:** Review recent state and local data. Document any areas where the school did not at least meet state/federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.	**Trend Analysis:** Provide a description of the trend analysis that includes at least three years of data (state and local data), if available. Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.	**Priority Performance Challenges:** Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.	**Root Cause Analysis:** Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategy(s) is encouraged.

Narrative:

Force trends positively on **Academic Achievement (Status)** according to the READ ACT data for 2015.

Our Process:

It is important to include last years process as we will continue working on action steps within the three identified areas of Data Driven Instruction, Observation and Feedback, and School Culture. Last year's UIP discussion began with our School Leadership Team (LT). Since our scores had degreased from last year we did not meet state performance targets we felt a sense of urgency. As a leadership team we organized into groups to take a close look at each content area. We decided to meet outside campus with an instructional partner to identify specific areas of need and possible root causes.

Our goals were to:

1. Determine our priority needs for the UIP
2. Utilize a Root Cause Analysis to generate explanations
3. Set a plan of action

The importance of our work and the purpose were evident as we looked at the data from our district's School Performance Framework and our TCAP scores. We began our process by first discussing what the data might be telling us about our students' performance on TCAP. The SLT was provided with our school's TCAP 2009 to 2014 TCAP overall grade level data and our subgroup performance data. Utilizing the data we determined a priority need: "Students at Force are not making state expectations in reading, writing, and math in the last four years".

We then examined our 2014 TCAP reading and math scores closely since our Growth Median Percentile (MGP) for Reading and Math were the lowest content areas. We knew we needed to dig deeper into the challenges of our students' reaching state expectation in reading and math. Our process revealed inconsistencies in understanding and implementation of best practices in a Reader's Workshop model, and using frequent analysis of progress monitoring to guide instruction.

At the SLT retreat the entire group engaged in a protocol to identify priority performance challenges and determine major improvement strategies and action steps that will eliminate performance challenges and increase student achievement. The SLT found:

When it comes to DDI the SLT found that we do not have a consistent protocol or enough time in weekly data team meetings to consistently analyze data and use it to plan for instruction. Therefore, the SLT concluded that by following actions steps (see below) would improve our DDI process.

1. Grade-level teams will use a systematic protocol that includes progress monitoring, short and long-term curriculum planning (week/unit) that include lessons, exit tickets, assessments, and rubrics.

2. Increase time of the meeting (this may look like next year) THIS YEAR: After creating the protocol, map out the scope and sequence of the cycle (with progress monitoring checkpoints).

When it comes to O&F the SLT concluded that we do not provide feedback that is timely, specific, and on a regular basics. Therefore, the SLT concluded that by following actions steps (see below) would improve our O&F process.

    1. Grow as a staff on strengthening our effectiveness when it comes to providing feedback that is bite-sized and measurable by the LEAP framework.

    2. Meet with Instructional Leadership Team (ILT) weekly and use an observation cycle tracker, teacher surveys, student data (through data teams), and LEAP framework to identify trends to conduct differentiated professional developments.

    3. Create a school-wide protocol that enables everyone to conduct observation and feedback

to SSC the SLT determined that we do not have the trust or transparency necessary amongst staff to build a positive school and student culture. Therefore, the SLT concluded that by following actions steps (see below) would improve our SSC.

1. As an SLT create and utilize a school culture survey to identify strengths and opportunities for growth school-wide three time a year (Fall, Winter, Spring). The data will be use to communicate the state of our school's culture to address concerns in a timely manner.

2. Staff input will be solicited via formal surveys and reviewed by the school communities before any final decisions are made.

3. Create and build a school-wide asset map that would allow individuals to collaborate, build professional relationships, and facilitate activities that identifies strengths within our colleagues. This will allow our staff to feel confortable to collaborate and utilize one another strengths to improve professional practice.

After the SLT came back from the retreat, the entire staff was invited to further discuss the findings of the SLT. The staff that attended was also part of the discussion regarding the action steps for each of the major improvement strategies. Our analysis led us to identify the following root causes in each area.

School-wide Involvement

As part of a school-wide effort to improve our students' academic success we introduced the UIP data and format during our September (2014) PAC (Parent Action Committee) meeting. Parents were provided with our school's 2014 TCAP Status, Growth, and GAP reports. We discussed the school's improvement from 2013 to 2014 school year and provided an opportunity for the families to discuss and analyze where they would like to

see improvement.

We continued to work with and inform our families on our schools' academic progress during our monthly PAC meeting (2014-2014) focusing on the UIP Action Steps and Major Improvement Strategies and also after the completion of District Interim Assessments. We also provided our families with suggestions and strategies when working with their students in math, reading and writing during our monthly PAC meetings. In an effort to continue to involve the school community, UIP data and action planning will be shared with staff and families three times a year (fall, winter and spring).

Reflection:
As we looked at the data and thought about our work from last year, we concluded that continuing to build common language and understanding within and across grade levels on how students show and display mastery of standards needs to increase. Our staff understanding of the common core state standards has been weak which has lead to a lack of clarity and ability to move students to proficiency.

We also concluded that inconsistencies in understanding and implementation of best practices in a Reader's Workshop model, using frequent analysis of progress monitoring to guide instruction. Our ability to increase the implementation of best practices in Reader's Workshop and increase our use of frequent progress monitoring will increase our students' overall status on TCAP.

This year we met as a Leadership Team to determine what data to include in our UIP and what the data meant.

We noticed that we had a positive trend with our READ ACT data. We were increasing the amount of proficient and advanced students school-wide.

We also noticed that we were on track with our ELs as indicated by our ACCESS data.

Finally, we noticed that we fell short of our kindergarten and third grad goal of 80% proficient and advanced.

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Worksheet #1: Progress Monitoring of Prior Year's Performance Targets
Directions: This chart supports analysis of progress made towards performance targets set for the 2014-15 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your school's reflections to help build your data narrative.*

Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	80% of Kindergarten reading at or above grade level	No- 57% reading	Understanding of skills and reading strategies to move students in reading levels.
	80% of 3rd Grade reading at or above grade level	No- 46% reading	
Academic Growth			
Academic Growth Gaps			
Postsecondary & Workforce Readiness			

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Worksheet #2: Data Analysis

Directions: *This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative.* Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data, when available, and then prioritize the performance challenges (based on notable trends) that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. In most cases, this should just be an update to the plan from 2014 since the SPF has not changed for 2015. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)			Force is trending positively in READ ACT data showing a growth trajectory over the last five years of 41% to 55% proficient or advanced. ACCESS data shows a positive trend as well, overall ACCESS data shows 72% on track with a median growth percentage of 68%. Force set a reading goal for kindergarten and third grade of 80% proficient and advanced, we fell short of our target on kindergarten scoring 57% and third grade scoring 46%, falling short by 23% and 34%, respectively.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	14.8% of 3rd – 5th grade students at Force Elementary "Met Expectations" on PARCC ELA assessments. 12.4% of 3rd – 5th grade students at Force Elementary "Met Expectations" on PARCC Math assessments.		
Academic Growth			
Academic Growth Gaps			
Postsecondary & Workforce			

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Readiness			

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Section IV: Action Plan(s)

This section addresses the "Plan" portion of the continuous improvement cycle. First, identify annual performance targets and the interim measures. This will be documented in the required *School Target Setting Form* on the next page. Then move into action planning, which should be captured in the *Action Planning Form*.

School Target Setting Form
Directions: Complete the worksheet below. Schools are expected to set their own annual targets for the performance indicators (i.e. academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness). At a minimum, schools should set targets for each of the performance indicators where state expectations were not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). Consider last year's targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.

Implications of Colorado Measures of Academic Success (CMAS) on Target Setting: During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.

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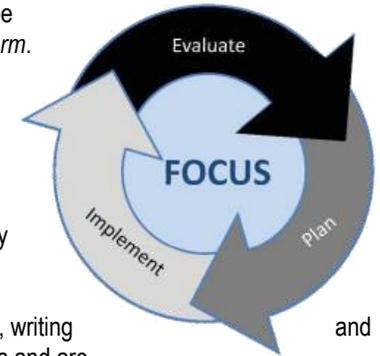
School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2015-16	Major Improvement Strategy
				2015-16	2016-17		
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	ELA	14.8% of 3rd – 5th grade students at Force Elementary "Met Expectations" on PARCC ELA assessments.	30% of 3rd-5th grade students will meet expectations on ELA assessments.	50% of 3rd-5th grade students will meet expectations on ELA assessments.	ANet Assessments	Lead consistent DDI and collaborative planning meetings to increase the effectiveness of how data is used to drive instruction. Using observation and feedback to increase best practices during ELD block with emphasis in Bridging.
		READ					
		M	12.4% of 3rd – 5th grade students at Force Elementary "Met Expectations" on PARCC Math assessments.	30% of 3rd-5th grade students will meet expectations on Math assessments.	50% of 3rd-5th grade students will meet expectations on Math assessments.	ANet Assessments	Lead consistent DDI and collaborative planning meetings to increase the effectiveness of how data is used to drive instruction.
		S					
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA					
		M					
		ELP					
Academic Growth Gaps	Median Growth Percentile, local measures	ELA					
		M					
Postsecondary	Graduation Rate						

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& Workforce Readiness	Disag. Grad Rate				
	Dropout Rate				
	Mean CO ACT				
	Other PWR Measures				

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Action Planning Form for 2015-16 and 2016-17

Directions: Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that schools focus on no more than 3 to 5 major improvement strategies.

Major Improvement Strategy #1: Strengthen the school-wide system and structure for "the Force way" of using data to drive instruction
Root Cause(s) Addressed: Inconsistent protocol with time for gap analysis and instructional planning.

_____

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

☐ State Accreditation   ☐ Title I Focus School   ☐ Tiered Intervention Grant (TIG)   ☐ Diagnostic Review Grant   ☐ School Improvement Support Grant

X READ Act Requirements   ☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	**2016-17**				
Grade-level teams will use a systematic protocol that includes progress monitoring, short and long-term curriculum planning (week/unit) that include lessons, exit tickets, assessments, and rubrics.	August 2015-June 2016	August 2016-June 2017	All Force staff members	Humanities Facilitator Intervention Teachers Math Intervention Teacher	Teachers and administrators meet every six weeks to conduct data analysis meetings aligned to the six-week assessment in kindergarten – 5th grade. Teachers and administrators will develop a grade level instructional plan to address standards not master from short term assessment and determine when new CCSS standards will be introduced at the conclusion of each data	In Progress Consistent protocol using a gap analysis step and time for instructional planning is being implemented on a weekly basis at every grade level.

					analysis meeting.	
Tracking Literacy data during DDI meeting to inform instruction					Teachers and administrators will develop a map that outline the standards cycle every six weeks.	Complete
Targeting reading data and impact of intervention					Reading Interventions tracked and reported on every six weeks.	In Progress
Using Access data to inform instructional groups and inform instruction						In Progress

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

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Major Improvement Strategy #2: : Strengthen the "Force Way" of regular observation and feedback loops that are specific, timely, and actionable.
Root Cause(s) Addressed: Observation and Feedback: We do not provide feedback that is timely, specific, and on a regular basics.

_____

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

☐ State Accreditation ☐ Title I Focus School ☐ Tiered Intervention Grant (TIG) ☐ Diagnostic Review Grant ☐ School Improvement Support Grant

X READ Act Requirements ☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Build capacity as a staff on strengthening our effectiveness when it comes to providing feedback that is bite-sized and measurable by the LEAP framework.	August 2015 – June 2016	August 2016 – June 2017	All Force Staff Members	Humanities Facilitator Intervention Teachers Math Intervention Teacher	Administration and DRs will do weekly teacher observations and feedback cycles to support teacher growth in connection to LEAP.	In Pogress
Create a school-wide schedule that enables everyone to conduct observation and feedback sessions that grows instructional practices in accordance with the LEAP framework.	August 2015 – June 2016	August 2016 – June 2017	Administrators DRs Humanities Facilitator	Humanities Facilitator Intervention Teachers Math Intervention Teacher	Utilizing PLCS to build capacity on Best Practice and the LEAP Framework.	In Progress

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

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Major Improvement Strategy #3: Strategic work around creating a culture of trust and transparency so that teachers feel safe to collaborate and grow professionally.

Root Cause(s) Addressed: School and Student Culture: We do not have the trust or transparency necessary amongst staff to build a positive school and student culture

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

☐ State Accreditation ☐ Title I Focus School ☐ Tiered Intervention Grant (TIG) ☐ Diagnostic Review Grant ☐ School Improvement Support Grant

X READ Act Requirements ☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
As an SLT create and utilize a school culture survey to identify strengths and opportunities for growth school-wide three time a year (Fall, Winter, Spring). The data will be use to communicate the state of our school's culture to address concerns in a timely manner.	August 2015 – June 2016	August 2016 – June 2017	SLT, School Administration	All Force Staff Members	School-Culture Survey three times during the school year (fall, winter, and spring).	In Progress
Staff input will be solicited via formal surveys and reviewed by the school communities before any final decisions are made.	August 2015 – June 2016	August 2016 – June 2017	SLT, School Administration	All Force Staff Members	Anonymous surveys for decision making (made by SLT before final decision is made)	In Progress
Create and build a school-wide asset map that would allow individuals to collaborate, build professional relationships, and facilitate activities that identifies strengths within our colleagues. This will allow our staff to feel confortable to collaborate and utilize one anothers strengths to improve professional practice.	August 2015– June 2016	August 2016 – June 2017	SLT, School Administration	All Force Staff Members	Maintain and report to staff how many individuals have done peer observations, and participation in school wide culture building (via attendance percentages)	In Progress

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

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Section V: Appendices

Some schools will need to provide additional forms to document accountability or grant requirements:
- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I Schoolwide Program. *Important Notice: The schoolwide addendum is one of several ways to document how a school is meeting the Title I schoolwide requirements. While schools operating a Title I schoolwide program must have a plan, use of the UIP addendum is optional. The Federal Programs Unit and the Improvement Planning Unit will be offering training in fall 2015 on schoolwide requirements and the possible pathways to meet those requirements.*

School Code: 3032   School Name: FORCE ELEMENTARY SCHOOL

Section V: Supporting Addenda Forms

For Schools Operating a Title I Schoolwide Program (Optional)

Schools that participate in Title I may use this form to document Title I program requirements for operating a schoolwide program. As a part of the improvement planning process, schools are strongly encouraged to weave appropriate requirements into earlier sections of the UIP. This form provides a way to ensure all components of the program are met through (1) descriptions of the requirements or (2) a cross-walk of the Title I program elements in the UIP. The Title I schoolwide program requirements are listed in NCLB Sec. 1114(b)(1)(A-J).

Description of Title I Schoolwide Program Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
Comprehensive Needs Assessment: What are the comprehensive needs that justify activities supported with Title I funds?	Section III: Data Narrative and Section IV: Action Plan	See pages 6-9
Reform Strategies: What are the major reform strategies to be implemented that strengthen core academic programs, increase the amount and quality of learning, and provide an enriched and accelerated curriculum?	Section IV: Action Plan	See pages 6-9 See pages 13-18
Professional Development: How are student and staff needs used to identify the high quality professional development?	Section III: Data Narrative and Section IV: Action Plan	See pages 6-9 See pages 13-18
Community Involvement: How are staff, parents and other members of the community collaborating to influence program design?	Section III: Data Narrative and Section IV: Action Plan	See pages 6-9 See pages 13-18

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Description of Title I Schoolwide Program Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
Teacher Recruitment and Retention: What process is in place to ensure that only highly qualified staff are recruited and retained for schoolwide programs?	Section III: Data Narrative and Section IV: Action Plan	The ProComp teacher compensation system provides bonuses for teachers who serve in high poverty schools, and in positions which are difficult to staff. Teachers who serve in these high poverty schools will receive about $2500, and, if they also teach subjects for which DPS has difficulty finding high quality teacher (and these positions are usually open in the same high poverty schools, they receive an additional $2500). This is a significant salary differential. DPS provides programs to improve the quality of the mentoring of new teachers especially in high poverty schools with a lot of teacher turnover. Our goal is to retain high quality teachers in those buildings for the long term, the turnover will reduce, and the inexperience gap will take care of itself. Data systems measure the long term success of this plan and new teacher retention figures are available upon request. DPS is using other grant funds for our teacher residency program where new/inexperienced teachers work with master teachers in high poverty schools for a year to develop the expertise to teach and succeed in those schools. These teachers will earn a master's degree in the process, which also helps them with pay differentials to encourage them to remain.
Data Analysis: How are teachers involved with assessment and data analysis to improve overall student achievement and classroom instruction?	Section III: Data Narrative and Section IV: Action Plan	See pages 13-18
Timely Intervention: How will students be identified for and provided early interventions in a timely manner?	Section IV: Action Plan	See pages 13-18
Parent Involvement: How will the capacity for parent involvement be increased? How will parent involvement allow students served to become proficient or advanced on state assessments?	Section IV: Action Plan	See pages 13-18

Transition Plan: How does the school assist in the transition of preschool students from early childhood programs to elementary school programs?	Section IV: Action Plan	In order to ease the transition between preschool and elementary school, the parent liaisons in the early childhood programs schedule meetings with the parents of all students in the early childhood classes. These meeting are conducted in English and in Spanish. The parents receive a packet entitled "I am ready for Kindergarten" or "Estoy listo para el jardindo infancia." The workshop focuses on helping parents use the packets to work with their students to prepare for kindergarten. Strategies from Denver Preschool Project and Head Start are used continuously to help parents work with their students in the hope that all kindergartners will come to school prepared for kindergarten.
Coordination with Other Services: How are Title I funds used in coordination with other ESEA, state and local funds?	Section IV: Action Plan, Resource Column	See pages 13-18